



SREB

Developing Effective Interdisciplinary Focus Teams

Team Guidelines Planner

Southern
Regional
Education
Board

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Foreword

High Schools That Work (HSTW) and *Making Middle Grades Work (MMGW)* call for comprehensive “whole school” revitalization. Words like “revise,” “eliminate” and “require” appear in the programs’ key practices. All of these words mean change — change for administrators, teachers, parents and the community. Change — no matter how positive the outcome — cannot be imposed from above. Those who feel the impact of change must be involved from the beginning. To empower them to be agents of change, a team structure needs to be established that will enable teachers, administrators, students, parents and community leaders to contribute to change in a meaningful way.

Most of the successful *HSTW* and *MMGW* sites have created a school culture that supports and rewards a team approach to change. Implementation of the school improvement designs will be the most effective when the faculty develops an organizational structure based on the four types of *HSTW* teams (curriculum, professional development, guidance/advisement and evaluation) and then establishes a meeting schedule and information-sharing format for the teams’ work.

The objective of this guide is to assist sites in organizing an effective team structure to implement the *HSTW* and *MMGW* designs. The guide includes sample forms such as meeting agenda and action plans as well as suggested guidelines for each team.

Team Guidelines Planner

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HIGH SCHOOLS THAT WORK GOALS

- Raise the mathematics, science, communication, problem-solving and technical achievement of more students to the national average and above.
- Blend the essential content of traditional college-preparatory studies — mathematics, science and language arts — with quality career/technical studies by creating conditions that support school leaders, teachers and counselors in carrying out key practices.
- Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort for both academic and career/technical studies.

HIGH SCHOOLS THAT WORK KEY CONDITIONS

- An organizational structure and process ensuring continuous involvement by school administrators and teachers in planning strategies to achieve the key practices.
- A school principal with strong, effective leadership, who supports, encourages and actively participates with the faculty in implementing the key practices.
- A system superintendent and school board members who support school administrators and teachers in carrying out the key practices. This commitment includes financial support for instructional materials, time for teachers to meet and plan together and six to eight days per year of staff development on using the key practices to improve student learning.
- Leadership from the superintendent and school board to involve employers and postsecondary institutions in the design and implementation of a school-based and work-based program to prepare students for employment and postsecondary education.
- A commitment from the school board to support the school in replacing the general track with a more demanding academic core and either an academic or career/technical concentration.

HIGH SCHOOLS THAT WORK KEY PRACTICES

- **High expectations** — setting higher expectations and getting more students to meet them
- **Career/technical studies** — increasing access to intellectually challenging career/technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the modern workplace and in preparation for continued learning
- **Academic studies** — increasing access to academic studies that teach the essential concepts from the college-preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems
- **Program of study** — having students complete a challenging program of study with an upgraded academic core and a concentration
- **Work-based learning** — giving students and their parents the choice of a system that integrates school-based and work-based learning that spans high school and postsecondary studies and that is planned by educators, employers and employees
- **Teachers working together** — having an organization, structure and schedule giving academic and career/technical teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content
- **Students actively engaged** — getting every student involved in rigorous and challenging learning
- **Guidance** — involving each student and his or her parents in a guidance and advisement system that ensures the completion of an accelerated program of study with an in-depth academic or career/technical guidance
- **Extra help** — providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content
- **Keeping score** — using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals

Team Mission Statement

Identifies Why the Team Exists

Broad Statement of:

- *Purpose*
- *Function*
- *Client*
- *Market Niche*

Mission Tests the Plan:

- *Are all elements consistent with the mission?*
- *If implemented, will the plans accomplish the mission?*

Plan Tests the Mission:

- *Is it valid?*
- *Is it something the team can accomplish?*

Definition

A broad statement of the unique *purpose* for which the team exists and the specific *function* it performs.

Importance in Planning

The mission is literally the keystone upon which the entire plan is built. Typically written in one sentence, it provides the primary focus of the team. The mission statement must emphasize the uniqueness, the distinctiveness and the singularity of the team. Essentially, it represents the commitment of the team's resources to one purpose.

A Measurable Mission Statement

"Milwaukee Public Schools will be the first urban school district where all students reach high standards."

The above is an example of a mission statement that sends a ringing message regarding the achievement of measurable, standards-based gains — on a timetable. When "goals" or "mission" are defined broadly, communication and action lack focus, difficult decisions are postponed, and opportunities are overlooked. But a measurable emphasis on achievement — through measurable goals and MPS' virtually "measurable" mission statement — promotes focused, decisive action.

Worksheet

The mission of the _____
(uniqueness – who we are)

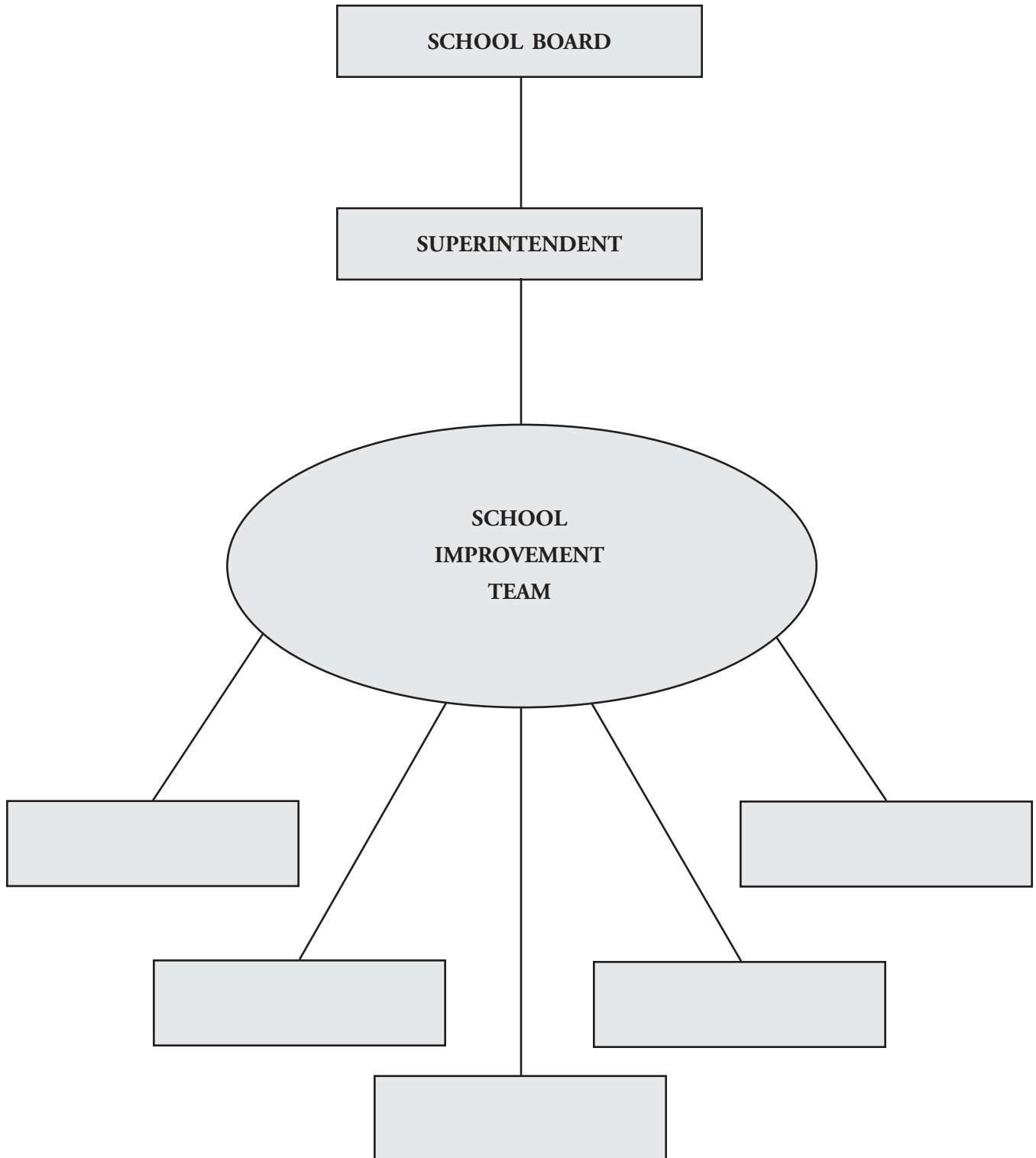
is to _____
(purpose)

by _____
(function – process)

(school name)

Flowchart for Communication and Decision Making

(For single school site)



HSTW Team Membership List

| Name | Title |
|---|-------|
| Who is currently on your team? | |
| | |
| | |
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| Who else do you need to include on your team? | |
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| | |

How will you orient new members?

Focus Team Roles and Responsibilities

(team name)

Each team should have an effective team leader, a facilitator, a recorder and a timekeeper.

The team leader is the “keeper of the vision” who plans, informs, directs, supports and evaluates the progress of the team’s mission and establishes and articulates the purpose of the meetings.

Our team leader is _____

The facilitator keeps the discussion focused and moving along, intervenes if a discussion fragments, prevents anyone from being dominant or passive, and brings discussions to a close.

Our facilitator is _____

The recorder takes notes during discussions, records agreements and actions.

Our recorder is _____

The timekeeper keeps track of the allotted time on the agenda and makes sure the group begins and ends on time.

Our timekeeper is _____

Note: These roles may stay the same from meeting to meeting or change depending on the needs of your team.

Sample Team Meeting Agenda

Meeting Title
Date and Time
Location

Agenda

| Time | Focus | Expected Results | Materials/Other |
|------|-------|------------------|-----------------|
| | | | |

Action Items

| Number | Who | Does What | Due Date |
|--------|-----|-----------|----------|
| | | | |

Meeting Norms

Note: The following norms are only suggestions. Discuss with your team and determine the norms your team will adopt. They should be specific to your group and supportive of the team's mission.

- 1. Everyone is equal in discussions.**
- 2. Decisions reached are by group consensus.**
- 3. Maintain focus and pace (no side bars, cell phones, etc.).**
- 4. Produce the work together and share the success.**
- 5. Everyone thinks strategically.**
- 6. Everyone engages in constructive disagreement.**
- 7. School Improvement Team/Principal/Superintendent/School Board makes the final decisions.**
- 8. Support the team, school and "district" decision.**

Dealing with Difficult Situations

Discuss how your team will handle difficult situations and behaviors. Describe what you would do and say to handle each of the situations and behaviors identified, such as the following example.

| Behavior/Situation | Key Phrases to Say | Actions to Take |
|--|---|---|
| Example: Overly talkative | “Let’s look at another point of view.” Has anyone else felt this way? “Would anyone else like to share his/her experience?” | Look away. Move away. Move hand to indicate another person. |
| Rambler | | |
| Personality clash | | |
| Reluctance to change familiar practices | | |
| Negative individual: “I tried it. It doesn’t work.” | | |
| Too many issues to make a decision | | |
| Members feel forced to participate | | |
| Individual(s) who know it all | | |
| Indifferent commitment/ support from administration | | |
| Low participation/low attendance in group meetings | | |

Effective, Time-Efficient, 30-minute Meetings

Before the Meeting

- Agenda:** Members should arrive at the meeting prepared to discuss and refine the goal-focused strategies or actions the team has identified or to identify new areas of concern. The meeting consists of brainstorming to address such issues. A sample of an agenda outline is included.
- Tools:** An appropriate room should be designated with a chalkboard, a flip chart and/or a computer to record brainstorming. Ensure that all participants bring reports of achievement and progress. Continue to use data.
- Roles:** Appoint a leader/coach, facilitator, recorder and timekeeper. These positions can be assumed on a rotating basis.

During the Meeting

The team leader should establish and articulate the purpose of the meeting: What outcomes are desired? (The general purpose proposed for these meetings is to identify major concerns and strategies to promote better results for an agreed-upon goal.) It is essential that all participants stay focused on the following:

- What strategy are we currently working on? Is it working? How well?
- What successes or frustrations are we experiencing?
- What are assessments and data telling us?
- How can we refine the strategy to promote better results?
- If satisfied with progress in an area, what is the next most urgent area of weakness to identify and discuss?

Time for Each Part of Meeting

- Strategies That Worked (5-10 min.)
What worked? The team leader gives each member a chance to offer evidence of a strategy that was effective in helping reach the goal since the last meeting.
- Chief Challenges (3-5 min.)
What is the most urgent concern, problem or obstacle to progress and better results?
- Proposed Solutions (8-10 min.)
What are possible concrete, practical solutions to these problems?
- Action Plan (10 min.)
Which solutions might be best for the team to focus on between now and the next meeting? For example, if the goal or subgoal is “to increase the number of quality introductions,” the team might focus on a strategy, such as “students will analyze model introductions before attempting to revise their own.” (If agreement does not emerge quickly, rank-order voting to determine the focus may be useful.) If appropriate, the team may need to determine and record the names of the people who are responsible for specific tasks prior to the next meeting.

End of Meeting

Everyone should leave the meeting knowing:

- the team’s common focus,
- the designated strategies selected to address the area of opportunity or weakness and
- the task to implement prior to the next meeting.

Next Meeting

Dates, times, and locations should be established.

After the Meeting

The team leader distributes a memo documenting the team’s focus between now and the next meeting. (A memo may not be necessary if brainstorming is done on a computer or using an LCD; memos can then be printed out and distributed almost immediately.)

Summary

The meetings enable every team member to quickly and efficiently take advantage of the maximum number of concrete ideas and each member’s acquired expertise on a clear goal and strategic focus.

Site Action Plan Component

Key Practice:

School:

Focus Team:

Chair:

Challenge:

Data Supporting Need:

Measurable Objective:

Activity:

| Action Steps | Persons Responsible | Persons Involved | Deadlines | Resources Needed to Complete Tasks | Monitoring Process |
|--------------|---------------------|------------------|-----------|------------------------------------|--------------------|
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APPENDICES

District School Improvement Team

For a multi-school site

Membership:

District and school administrators, *HSTW* site coordinators, academic and career/technical teachers, business and community representatives, postsecondary institution representatives, parents and students

Mission:

Develop and coordinate a system-wide action plan to achieve the goals of the *HSTW* initiative. Build a school/community partnership to advocate the “vision.”

Charges:

1. Develop a unified, three-year action plan for achieving *HSTW* goals. Revise the plan annually and define specific yearly goals for implementing key practices.
 - a. Prioritize activities to address by the end of the school year based on the unique needs and resources at the high schools.
 - b. Develop a time line, assign responsibilities and identify resources.
 - c. Require that all focus teams use appropriate data to justify decisions in developing action plans.
2. Develop/support proposals aimed at raising expectations and accelerating the academic, problem solving and technical competencies of all students.
3. Help participating schools link together to work as a coherent and integrated whole.
4. Establish ongoing two-way communication between the district team and the school faculties, administrators and the focus teams.
5. Resolve problems that hamper communication, cooperative action and accomplishment of the action plans. Develop and promote systems solutions.
6. Review and monitor school focus team activities to ensure that actions are consistent with the *HSTW* goals and key practices.
7. Aid individual school sites with staff development to carry out their action plans as well as the unified efforts of all the schools involved.
8. Advocate the *HSTW* approach in media, business and community forums, and legislative bodies.
9. Identify indicators the sites will monitor annually.
10. Develop an annual evaluation plan based on the gaps between what is (baseline data) and what is desired (student achievement goals described in action plans).
11. Devise and monitor a data collection process.
12. Collect data and information to develop a “portfolio” that documents and monitors progress.

Appendix II

School Improvement Team

Membership:

Academic and career/technical teachers, *HSTW* site coordinator, representatives from focus teams, school administrators, business and community representatives, postsecondary institution representatives, parents and students

Mission:

Coordinate site action plans and develop a School Improvement Plan to implement the key practices and achieve the goals of the *High Schools That Work* design. Build a school/community partnership to advocate the “vision.”

Charges:

1. Assign permanent focus teams and temporary (ad hoc) committees as needed.
2. Develop unified three- to six-year action plans for achieving the *HSTW* goals. Revise the plans annually, and define specific yearly goals for implementing key practices.
3. Develop a School Improvement Plan and complete the *HSTW* Establishing Benchmarks document after receiving results of the *HSTW* assessment.
4. Prioritize activities to address for each school year based on the unique needs and resources at the school building level.
5. Develop a timeline, assign responsibilities, identify resources and arrange for professional development activities as determined by action plans.
6. Present appropriate plans needed for approval to the superintendent and school board in a timely manner prior to implementation.
7. Require that all focus teams use the technical assistance visit (TAV) report, the *HSTW* Assessment, the *HSTW* Teacher Survey results, and other appropriate school data to justify decisions.
8. Monitor team member assignments through regular progress reporting.
9. Search for alternatives to obstacles hindering implementation of goals and key practices.
10. Establish ongoing communication between the focus teams and the entire faculty, school administrators, the school district and community.
11. Resolve problems that hamper communication, cooperative action and accomplishment of the action plans. Develop and promote systems solutions.
12. Review and monitor focus team activities to ensure that actions are consistent with the *HSTW* goals and activities.
13. Advocate the *HSTW* approach in media, business and community forums and legislative bodies.
14. Develop and maintain a “portfolio” as a means of documenting and reporting progress.

Curriculum Focus Team

Membership:

Academic and career/technical teachers, curriculum specialists from secondary and postsecondary institutions, business and community representatives

Mission:

Develop action plans to ensure that all students complete a challenging, coherent sequence of academic courses with an academic or career concentration.

Charges:

1. Assess needs and identify how curriculum and instruction must change to achieve the goals of the *HSTW* program.
2. Use the technical assistance visit (TAV) report and other school data for making decisions.
3. Implement literacy and numeracy across the curriculum.
4. Recommend standards for minimum course competencies, coherent course sequences for each major, instructional methodologies and indicators for tracking the progress of the school in achieving the *HSTW* criteria for an academic or career program of study.
5. Create or adapt courses that teach the essential content of college-preparatory courses using new student-centered and applied learning strategies.
6. Ensure that all students have access to courses designed to teach the essential content from the college-preparatory curriculum in mathematics, science, language arts and social studies.
7. Improve transition from eighth to the ninth grade and from the 12th grade to postsecondary. Further develop required extra-help strategies.
8. Create common syllabi and end-of-course exams.
9. Study various models for integrating academic and career/technical studies, and adopt or adapt a model appropriate for the school.
10. Devise a plan for career/technical teachers to periodically review their courses to ensure that students are using high-level academic content to solve problems and perform tasks in their fields of study.
11. Create opportunities to reinforce among parents the assurance that career/technical courses are high-level and relevant.

Professional Development Focus Team

Membership:

Academic and career/technical teachers, postsecondary representatives, business and community representatives responsible for human resource development, central office and departmental staff development specialists.

Mission:

Plan, formulate, coordinate and be an advocate for staff development activities that support the *HSTW* goals.

Charges:

1. Work with representatives of the Evaluation Focus Team to establish an ongoing system for identifying staff development needs of teachers and school leaders by:
 - studying the results of the *HSTW* Assessment, Teacher Survey and Student Survey,
 - studying evaluation reports received by the school and
 - getting other teams to identify staff development needed to carry out their planned actions.
2. Establish training objectives and formal and informal training opportunities, identify resource persons, schedule staff workshops, and evaluate the effectiveness of the workshops.
3. Ensure that staff development objectives are related to the *HSTW* key practices and school needs.
4. Support the efforts of individual teachers to participate in staff development experiences that further the goals and key practices of the *HSTW* initiative.
5. Monitor long-term results of staff development activities based on the implementation of the key practices.
6. Request staff members to document the implementation of new teaching strategies.
7. Develop quality standards that all sponsored staff development programs must meet.

Guidance and Public Information Focus Team

Membership:

Guidance counselors, academic and career/technical teachers, middle grades representatives, school or system public information director, community public relations and media representatives, parent-teacher-student association representatives, postsecondary institution representatives, business and community representatives

Mission:

Develop a plan for educating students and parents about the need for all students to take an accelerated program of study that culminates in an academic or career concentration. The program should allow students to make decisions about the program at key points in their school experience.

Charges:

1. Assess parent, student and business community assumptions about general or career/technical students.
2. Develop appropriate information and promotional materials to educate students and parents about the need for students to complete an upgraded academic core and an academic or career/technical concentration.
3. Devise a way to help students and their parents develop a six-year high school education/career plan with a process for annual parent/student review of the plan. The strategy must include a way for either a counselor or teacher-adviser to meet individually with each student and his or her parents or guardians, beginning in the eighth grade.
4. Develop and deliver student, teacher and parent education/information activities that focus on the need for new workplace skills. Involve business members in the process.
5. Devise meaningful strategies to increase the involvement of parents and students in the planning and accomplishment of *HSTW* key practices.
6. Develop a plan for helping students meet the requirements of postsecondary schools and career fields.
7. Spearhead the development of an adviser/advisee program.

Transition Focus Team

Membership for Cluster Team:

District coordinator, middle grades and high school administrator, middle grades and high school site coordinator, two middle grades and two high school lead teachers and postsecondary representatives.

Membership for School Team:

Principal or his/her designee, school or district curriculum specialist, school or district representative with school data collection responsibilities; at least an English and mathematics teacher (but representatives from other core areas are desirable), computer teacher, one or more individuals who have indicated an interest in the transitions components, a guidance counselor who works with students in grades seven through 10 and a member of the Cluster Transition Team

Membership for Teaching Team:

Support class teacher, double-dosing teachers, guidance counselors and member of the *School Based Transition Planning Team.

Mission:

Develop and implement a transition plan that will prepare students for college-preparatory level high school work and successful transition to postsecondary education and/or the workplace.

Charges for Cluster Team:

1. Create the vision for how the high school and feeder middle grades school(s) should work together.
2. Create the vision for how the high school and postsecondary school(s) should work together to strengthen the senior year and increase articulation and dual credit opportunities.
3. Develop the transition plan for each of the schools.
4. Meet quarterly to review progress.
5. One member of this team should be on the School Based Transition Planning Team to share the vision and the transition plan.

Charges for School Team:

1. Implement the components of the transitions plan based on decisions and priorities of the Cluster Transition Team.
2. Meet frequently — perhaps as much as bi-weekly — while plans for the design (e.g., support class, double-dosing, extra help programs) are being formulated. Once some components are in place, the planning team will meet less frequently.
3. Schedule vertical team planning time.
4. Report progress on the implementation of the transition components to the Cluster Team.

Charges for Teaching Team:

1. Meet weekly throughout the year to plan curriculum activities and to assure that goals are coordinated from class to class.
2. Report progress with the School Based Transition Planning Team.

*This group is made up of all the teachers who teach students who are enrolled in either support or support-like classes or are double-dosed as well as guidance counselors who work with these students.

Evaluation Focus Team

Membership:

Academic and career/technical teachers, central office evaluation personnel, postsecondary institution representatives (evaluation specialists), business and community representatives

Mission:

Assess the degree to which the goals have been met, provide other focus teams with appropriate data to develop action plans, and provide the School Improvement Team with data to modify and adjust activities as needed.

Charges:

1. Develop a baseline portrait of student achievement levels. Complete SREB's document, *Establishing Benchmarks for New and Maturing HSTW Sites*. Use this document to demonstrate significant progress toward fully implementing the *HSTW* improvement design and achieving reading, mathematics and science goals.
2. Identify indicators the school will monitor annually.
3. Assist in the administration of the student *HSTW* Assessment and Teacher Survey.
4. Interpret test data and share with appropriate teams and staff members. Develop a method for sharing information with the whole faculty.
5. Identify problems by using assessment information, including your state assessment, SAT, ACT, *HSTW* Assessment (NAEP) results, transcript analysis, student questionnaire, teacher survey, student follow-up survey, technical assistance visit reports and site annual reports.
6. Develop an annual evaluation plan based on the gaps between what is (baseline data) and what is desired (student achievement goals described in action plans).
7. Devise and monitor a data collection process.
8. Assign problem statements to appropriate focus teams.
9. Advise the School Improvement Team and focus teams when immediate action is needed to address a problem situation.
10. Complete the *HSTW* Annual Progress Report showing the strides the school is making.

Specified Roles

Team Leader:

“Keeper of the vision” who plans, informs, directs, supports and evaluates the progress of the team’s mission

Facilitator:

Keeps the discussion focused and moving along, intervenes if a discussion fragments, prevents anyone from being dominant or passive, brings discussions to a close at the end of allotted time. See “Questions a facilitator can ask...” in Appendix XI.

Recorder:

Takes notes, records agreements and actions.

Minutes should have:

- uniform style,
- date and time of meeting,
- place of meeting,
- members present (and any guests),
- statement of decisions made,
- tasks assigned,
- deadlines for tasks and
- individuals responsible for tasks

Timekeeper (can be combined with facilitator’s role):

Keeps track of allotted time on agenda and makes sure the meeting begins and ends on time.

Unspecified Roles

In addition to the roles of leader, recorder and facilitator, other less specified roles are played by team members. Most members assume more than one role (in fact, roles often overlap) and may change the roles they play at different times. Several roles contribute to the effectiveness of the team. They are:

Initiator:

One who brings new ideas to the table, suggests activities and has initiative. This person is able to clarify, define and state issues so they present a challenge to other members.

Fact Seeker:

One who wants the facts and keeps in touch with reality by separating fact from opinion.

Challenger:*

One who candidly shares views about the work of the team even when views are contrary to the majority. This person asks “why?” and “how?” He or she pushes the team to set high ethical standards for work and to take well-conceived risks.

Communicator:*

One who listens to all viewpoints, recognizes and praises others, summarizes discussions, proposes a possible consensus, introduces humor and helps members become familiar with each other. This person realizes that progress depends on differences of opinion and tries to have all sides heard. He or she steps in to reduce tension and resolve conflict.

Collaborator:*

One who helps the team establish long-term goals, clarify interim objectives and establish milestones. This person ties the team's work into the overall work of the school. He or she offers assistance to others and discourages negative remarks about others.

Contributor:*

One who freely shares relevant information and opinions with others and who makes clear, concise and useful presentations. This person completes all tasks assigned and serves as a mentor for new members. He or she pushes the team to set high standards and achieve top-level results.

* Adapted from Team Players and Team Work: The New Competitive Business Strategy

Ineffective Roles

Other roles diminish the effectiveness of the team. They may be found in teams that are initially forming but rarely endure in effective teams. The leader or other members of effective teams do not tolerate the actions associated with these roles, so they create a culture that discourages their persistence. The following table briefly describes these roles and interventions to discourage them.

| Ineffective Role | Intervention |
|--|--|
| Comic — lacks interest, makes wise cracks, prevents work from being accomplished | Find this person's interest and call on him for his experience. |
| Aggressor — ridicules, questions and attacks the status of other team members | Ignore; recognize legitimate objections. |
| Monopolizer — dominates discussion to the exclusion of others | Recognize this person's contribution and make a point of saying that others have valuable points to make as well. |
| Recognition seeker — knows it all, expects and demands special attention, usually unwilling to accept responsibility | Thank this person for his help and suggest that other opinions are heard; use the seeker to summarize |
| Blocker — against things generally, negative attitude without legitimate reason, does not really understand the issue | Use others to help this person understand the issue; ask him to write down his reasons for objection to discuss after the meeting |
| Rambler — digresses from topic, makes irrelevant comments | Recognize this person's contribution but state that since topic is not directly related to the issue at hand it should be tabled until later so the team can accomplish its immediate goal |
| Side Conversationalist — whispers with immediate neighbors, creates confusion and discomfort, rarely contributes to group | Invite this person to share his thoughts with the team |
| Non-Conversationalist — does not talk, disrupt or disturb; usually has good thoughts but only voices them after the meeting | Ask this person a direct question that you are sure he can answer; ask him for his agreement on the discussion. |

Questions a Facilitator Can Ask to Improve Discussion

To open discussion:

- Could we clarify this topic?
- What do you think the general idea or problem is?
- Would anyone care to offer suggestions on facts we need to better understand the problem or topic?

To broaden participation:

- Now that we have heard from a number of our members, would others who have not spoken like to add their ideas?
- How do the ideas presented so far sound to those of you who have been thinking about them?

To limit participation:

- We appreciate your contributions. Would some of you who have not spoken care to add your ideas to those already expressed.
- You have made several good statements, and I am wondering if someone else might like to make some remarks?

To focus discussion:

- Where are we now in relation to our goal?
- Would you like for me to review our discussion to this point?
- Your comment is interesting. However, I wonder if it is on target for this problem.

To help the group move along:

- I wonder if we have spent enough time on this phase of the problem. Should we move to another aspect?
- Have we gone far enough? Should we shift our attention and consider other areas?
- In view of the question before us, should we consider the next question?

To help reach a decision:

- Am I right in sensing agreement on this point?
- Since we tend to be moving in the direction of a decision, should we consider what this will mean if we decide the matter in this way?
- What have we accomplished in our discussion up to this point?

***HSTW* Focus Team Membership Summary**

School Improvement Team:

- school administrator,
- *HSTW* site coordinator,
- academic teachers,
- career/technical teachers,
- focus team leaders or representatives,
- business/community representative,
- postsecondary institution representative,
- parents and
- students

Focus Teams:

- academic teachers (different disciplines),
- career/technical teachers (different fields),
- school administrator,
- guidance counselor,
- cultural arts/P.E. teacher,
- exceptional education teacher,
- business/community representative,
- postsecondary institution representative,
- parents and
- students

Appendix XIII

High Schools That Work Site Coordinator Position Description

General Qualifications:

The *HSTW* Site Coordinator should be an individual who works cooperatively with people and motivates others to work in teams and come to consensus. This person will have to plan, organize, define tasks and understand how work is done in an organization. Release time during the day should be provided specifically to coordinate the various activities and responsibilities.

- has adequate time to manage the rigor and scope of responsibilities
- can garner respect and establish rapport with peers
- embraces key practices and conditions of *HSTW* model
- communication and technology skills
- ability to attend to details
- oral and written communication skills
- confidence to work with principal
- assertiveness
- thick-skinned
- perseverance (not giving up; ability to sustain efforts over time)
- ability to maintain focus
- empowers others to take responsibility and action: delegate, monitor progress, reward and motivate, celebrate and share success
- empathy for others — dealing with problems in a caring way
- good classroom teacher
- previous committee or group leadership
- experience/interest in grant writing

Specific Duties and Responsibilities:

- Motivates staff and organize reform efforts.
- Assists in the integration of *HSTW* goals with other school improvement efforts and district-wide strategic plans.
- Assists in the development of focus teams necessary to address challenges, plan strategies and develop action plans to implement the *HSTW* key practices.
- Develops and/or monitor the *HSTW* budget.
- Reports to high school principal.
- Meets regularly with principal to discuss *HSTW* activities and progress.
- Serves on and informs the school improvement team or building leadership team.
- Participates on the school improvement team to provide input on action plans, timelines and implementation.
- Coordinates frequent meetings of teams and ad hoc committees.
- Works with teams and monitor progress in meeting action plan objectives.
- Assists in the development of benchmarks and an overall school improvement plan.
- Coordinates a data collection and distribution process.
- Copies, distributes and communicates information received from SREB to appropriate teams and staff members in a timely manner.
- Assists the principal in assembling, organizing and facilitating teams for state and national conferences.

Appendix XIII continued

- Maintains records of all meetings, minutes, data, etc. to include in a portfolio of progress.
- Arranges for site-specific staff development as needed or requested.
- Makes arrangements for staff members to attend *HSTW* workshops and conferences.
- Facilitates staff and school-based analysis of *HSTW* data.
- Disseminates SREB publications and contributes to professional library.
- Assists in orienting new faculty to *HSTW*.
- Completes an annual report and other information as requested by CSR/SREB.
- Coordinates technical assistance visits (TAVs) to the school.
- Arranges travel to national workshops and visits to other sites.
- Hosts visits by teams from other schools that want to see successful practices in action.
- Communicates with SREB and the state about the progress being made and the challenges being addressed by the school.
- Becomes an active member of a state and multi-state network for sharing information and ideas.
- Works closely and meets with the principal and other designated staff on a regularly scheduled basis.
- Meets with district staff developer to communicate professional development needs, district priorities, and plans professional development sessions.
- Analyzes, summarizes, and reports professional development evaluations.
- Works with principal in organizing staff development follow-up.
- Documents staff development follow-up.

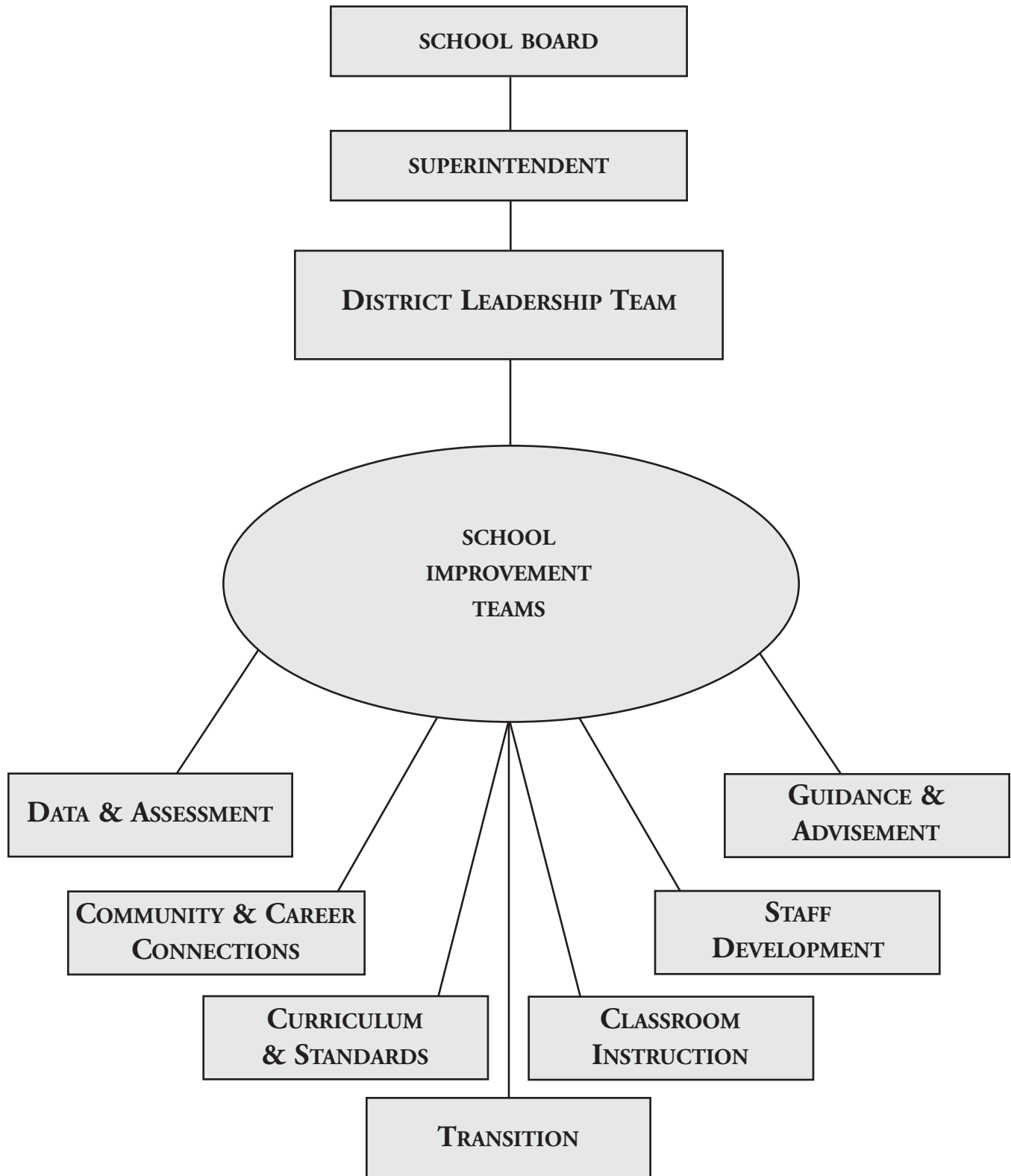
District Conditions to Support Coordinator:

- designate the position with a job description and compensation (time to do the job)
- training
- include in district planning, especially for professional development
- Establish a district liaison to communicate regularly with *HSTW* coordinator.
- Provide funding and coordinate resources to assist coordinator with supporting travel.
- Attend state and national meetings with *HSTW* coordinator.
- Expect and provide format for regular school progress reports (school board meetings).
- Assist in obtaining data for reports.
- Assist in setting budget, making payments, etc.
- Identify point of access or process for gaining access to district office.
- Hold regular meetings with all *HSTW* coordinators in the district — establish regular communication.

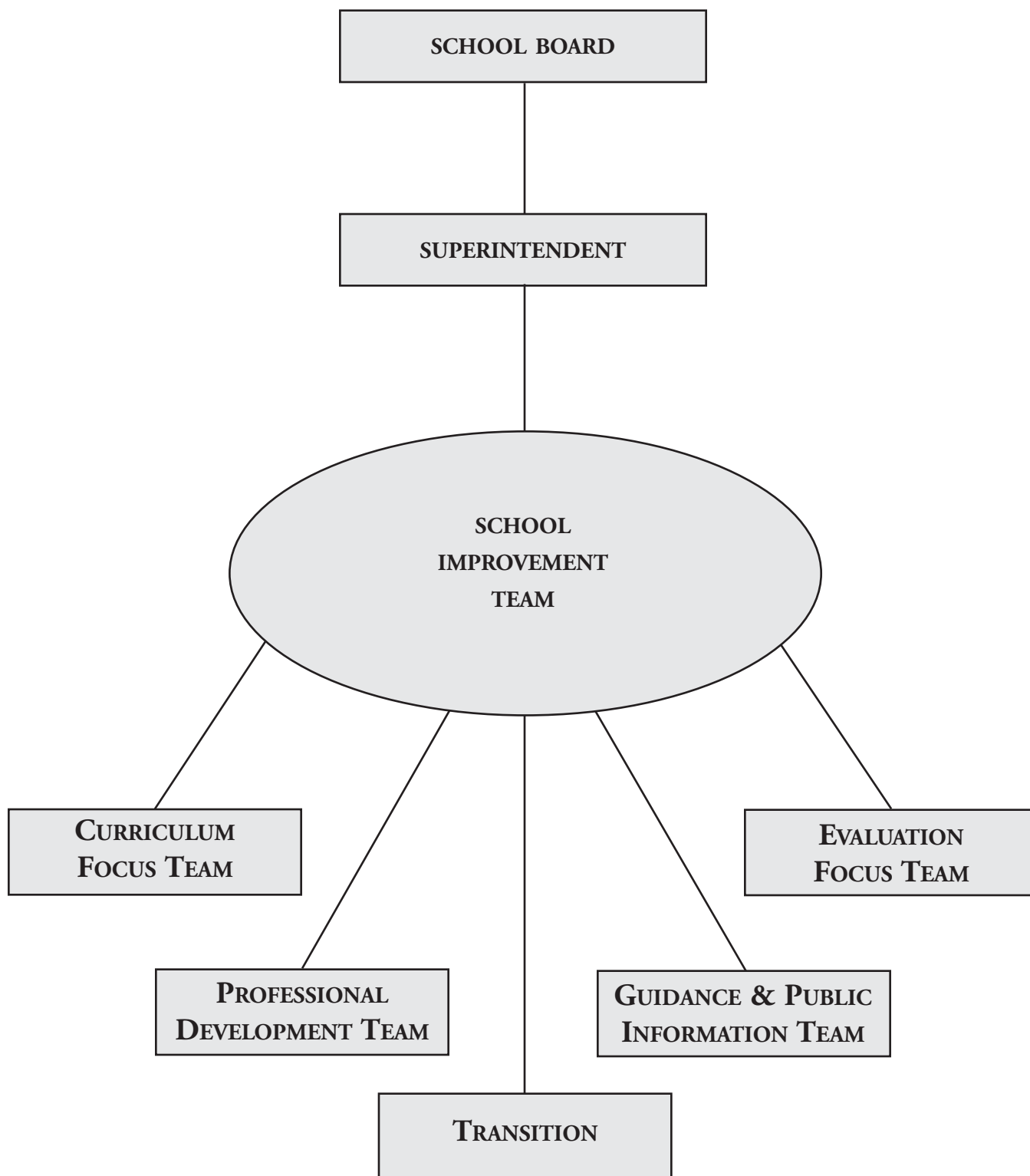
Tips for Principals in Supporting *HSTW* Coordinator:

- time — make time for one-on-one meetings
- Ensure faculty sees effort as “school-wide.”
- Show consistent support.
- Ensure *HSTW* “space” in newsletters — establish regular channels of communication.
- Believe in and support the rationale and vision for the *HSTW* initiative.
- Empower teacher-leaders.
- Make *HSTW* the umbrella for all improvement efforts.
- Put *HSTW* on monthly staff meeting agenda.
- Make *HSTW* “visible”: showcase, school website, logo, etc.

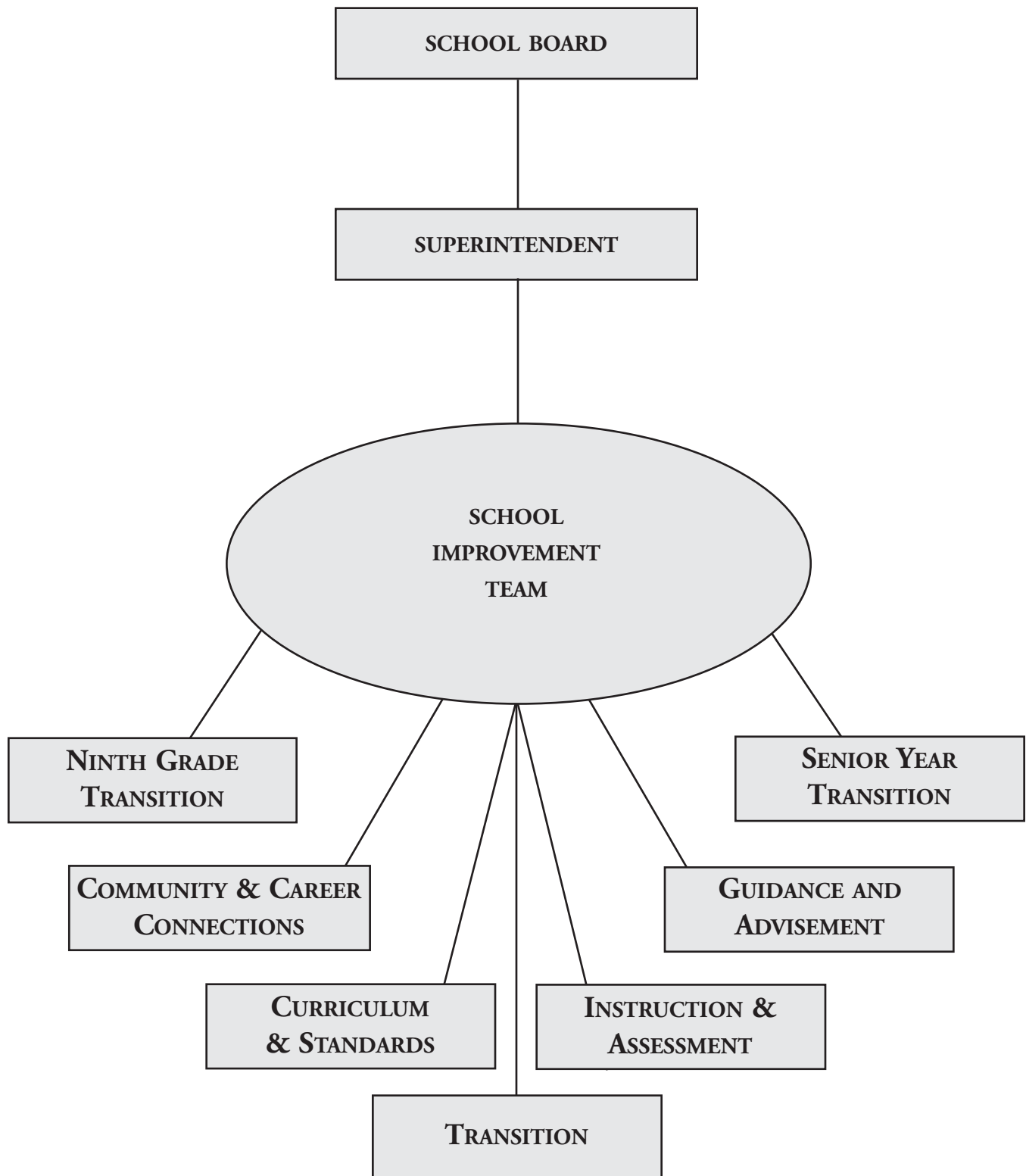
Sample Flowchart
Large Multiple School District
***HSTW* Focus Teams**



Sample Flowchart
Small School District
***HSTW* Focus Teams**



Sample Flowchart
Small School District
***HSTW* Focus Teams**
(Based on TAV Challenges)



Meetings

Three Most Common Complaints about Meetings:

- The meeting continues even though it is no longer necessary.
- No decisions are reached at the meeting.
- The meeting ends late.

Basic conditions for effective meetings:

- accessible meeting room;
- ample, comfortable seating;
- table space for all;
- refreshments (if the team determines desirable);
- sign on door saying, “Important meeting in progress” and
- sufficient copies of any printed materials for each member and guest.

12 Key Points for Better Meetings:

1. Have an agenda focused on your mission.
2. Limit discussion time on each subject.
3. Train team members.
4. Don't feel you have to cover every issue at one meeting.
5. Postpone unplanned topics until another time.
6. Have a master calendar of meetings.
7. Make sure an action is assigned to each issue. Include a person responsible, timelines for completion, and a method to determine effectiveness.
8. Clearly identify follow-up items in a post-meeting memo describing who is to do what, when, where, how and with whom.
9. Use follow-up phone calls or memos to see if help is needed for the completion of any project.
10. Have a back-up plan.
11. If unclear, don't hesitate to send a recommendation back to committee.
12. Keep minutes. Administration should request and review. Post them in lounges, workrooms, on Web site, e-mail to staff, etc.

Site Action Plan Component

Key Practice: Guidance and Advisement and Higher Expectations

School: Excellent High School

Focus Team: Guidance and Advisement

Chair: Ms.

Challenge: Improve the attendance of all students in Excellent High School

Data Supporting Need: Current attendance rate is 91%

Measurable Objective: Improve attendance by 5% by the end of 2003-2004 school year.

Activity: Create an adviser/advisee program

| Action Steps | Persons Responsible | Persons Involved | Deadlines | Resources Needed to Complete Tasks | Monitoring Process |
|--|---------------------|-------------------|-----------|---|-------------------------------|
| Train staff on adviser/advisee program. | Mr. Genius | All staff | August 10 | Staff Development days Funds for trainer | staff development evaluations |
| Develop curriculum for adviser/advisee sessions. | Ms. Excellent | Guidance Team | August 20 | copies; staff time | completed documents |
| Determine adviser/advisee groups. | Ms. Smarty Pants | Administration | August 25 | N/A | adviser lists |
| Distribute lessons for first meeting. | Ms. Aide | Department chairs | August 27 | copy costs | lessons distributed |
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